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|  | **10 9** | **8** | **7** |
| **Am I understood?**  **(Speaking)** | Pronunciation imitates an authenic accent. Any errors in pronunciation do not interfere with understanding. Speech is smooth and natural with few hesitations. | Accent generally imitates an authentic accent. Errors in pronunciation rarely interfere with understanding. Speech sounds like a script is being read at times, and/or may be delivered too quickly. | Accent sounds more American than one that is authentic. Errors in pronunciation may occasionally interfere with understanding. Speech sounds like a script is being read and delivery lacks natural intonation. |
| **How accurate is my language? (Writing)** | Errors do not interfere with message. Good control of structure(s) studied in the unit. | Errors do not interfere with message. Some errors occur in studied structure(s). | Errors occur and do cause some confusion; inappropriate or inconsistent use of studied structure(s). |
| **How rich is the vocabulary?** | Wide variety of familiar vocabulary is used correctly and appropriately incorporating many new expressions from the current unit of study. Personal vocabulary is included appropriately. | Variety of familiar vocabulary is used correctly and appropriately incorporating several new expressions from the current unit of study. | Simple, familiar vocabulary is used correctly incorporating a few new expressions from the current unit of study. |
| **How are knowledge and understanding of the target culture represented?** | Information about the target culture is accurately presented; the relationships among products, practices and perspectives are included and justified within the presentation. | Information about the target culture is accurately presented; products and practices and perspectives are identified and some relationships are included within the presentation. | Information about the target culture is presented; products, practices and perspectives are identified. |
| **Is the presentation interesting and informative?** | Visuals and sound and design are used effectively to emphasize the key ideas in the presentation, to help the audience follow the storyline of the presentation, and to maintain the audience’s attention. The content of the presentation is thoughtfully selected with the audience and purpose in mind. | Visuals and/or sound and design in the presentation help the audience focus on the key ideas and follow the sequence of information. The content of the presentation is selected with the audience and purpose in mind. | Visuals and/or sound and design are used in the presentation. Key ideas are sometimes difficult to identify because at times there may be too many visuals or sound/design elements. The content of the presentation is selected according to instructions but needs more careful thought in terms of what information is interesting and informative for an audience of teenagers. |
| **Comments:** | | | |